

4 month reporting date 9/31/06

8 month reporting date 1/31/07

12 month required completion date 5/31/07

Chamberlain Academy Improvement Plan/Progress Report Form

Principle 1 – General Supervision:

Present levels: ARSD 24:05:16:16. Personnel standards. To ensure that all personnel necessary to carry out the purposes of Part B and Part C of the Individuals with Disabilities Education Act are appropriately and adequately prepared and trained, the division shall determine that all personnel providing special education or related services, including early intervention and early childhood personnel, perform these functions under state-approved or state-recognized certification or licensure or other comparable requirements that apply to the area in which the person is providing instruction or other service. The review team determined a special education teacher at Chamberlain Academy is not certified in the area of special education.

Desired Outcome(s): Chamberlain Academy will ensure that all special education teachers meet the state requirements for the position that they hold.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

East Dakota Educational Cooperative will insure that all teachers providing special education services at Chamberlain Academy meet the certification requirements in **ARSD 24:05:16:16.**

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
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1. What will the district do to improve? <ul style="list-style-type: none">East Dakota Educational Cooperative will modify teacher schedules and reassign duties and responsibilities to insure only HQ / Special Education teachers provide special education services at Chamberlain Academy.	July 1, 2006	Joan Frevik	(completed by SEP)
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What data will be given to SEP to verify this objective? <ul style="list-style-type: none">SD DOE Personnel Record form required submission	Sept. 2006	Joan Frevik	
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Please explain the data (4 month)

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2. What will the district do to improve? <ul style="list-style-type: none">The teacher currently requiring certification in special education has submitted a professional development plan to East Dakota Educational Cooperative that identifies a schedule of coursework that will result in the completion of an approved program in Special Education through Black Hills State University.	Sept. 2008	Alisa Thill, Chamberlain Academy	
What data will be given to SEP to verify this objective? <ul style="list-style-type: none">Quarterly progress reports, PRF documentation, Praxis 0146 results	Sept. 2006 – Sept. 2008	Joan Frevik, EDEC	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle 3 – Appropriate Evaluation:

Present levels: ARSD 24:05:25:04: Evaluation procedures. School districts shall ensure, at a minimum, that evaluation procedures are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer. The review team found behavior rating scales, that were designed to be interpreted by a school psychologist, were being given and interpreted by special education staff.

Desired Outcome(s): The district will follow the guidelines set forth in the test manuals.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Results of all special education assessments and behavior rating scales conducted on students placed at Chamberlain Academy will be administered and interpreted by trained and knowledgeable personnel as required by product specification and testing manuals.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve?</p> <ul style="list-style-type: none"> When a student is assessed for an initial or 3 year re-evaluation, all assessment results will be reviewed by a licensed school psychologist and their interpretations and recommendations will be supported by a written report. <p>What data will be given to SEP to verify this objective? A copy of the psychologist's report and evaluation summary from each student assessed (monthly for the month prior) beginning August, 2006 will be given to the special education director. The number of files checked and the number of files that are correct will be submitted to the special education director who will report that number to the state.</p>	<p>July 1, 2006 - ongoing</p> <p>Monthly, beginning August 2006</p>	<p>Ione Jones, Chamberlain Academy</p> <p>Ione Jones, Chamberlain Academy</p>	<p>(completed by SEP)</p>
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle 5 – Individualized Education Program:

Present levels: ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student. The monitoring team found this area out of compliance as student IEP's did not reflect the actual service being provided. Students are listed as either receiving 0 hours or 6 hours a day of special education services and not the specific number of hours of service they need to be successful.

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Desired Outcome(s): Individual IEP's will address the actual hours of special education service needed by that student.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The IEP team will discuss and identify the specific aids, supplementary services, supports and modifications that each individual student requires in order to be successful in his / her educational placement. The identified needs will be documented accordingly in the student's IEP as a description of the service provided and the specific amount of time designated for the provision of these required services..

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve?</p> <ul style="list-style-type: none">Special education personnel will direct the IEP team in identifying the type of service required and the amount of time that will be allocated to provide the required services on each individual student during the student's IEP meeting. <p>What data will be given to SEP to verify this objective?</p> <ul style="list-style-type: none">EDEC/Chamberlain Academy staff will submit copies (each month for the month prior) of each IEP written for students at Chamberlain Academy for review and evaluation by SEP staff	<p>July 1, 2006 - ongoing</p> <p>Monthly, beginning Aug 2006</p>	<p>Ione Jones, Chamberlain Academy</p> <p>Joan Frevik EDEC</p> <p>Ione Jones, Chamberlain Academy</p>	<p>(completed by SEP)</p>
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